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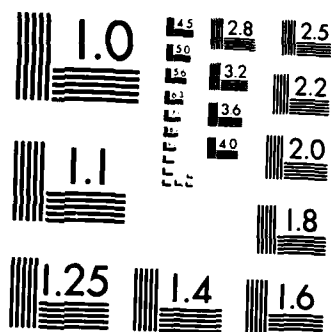
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## STUDENT REPORT

PROGRAM FOR HUMAN SEXUALITY:  
A LEADERSHIP APPROACH

MAJOR MICHAEL T. ANDERSON 85-0110

*"insights into tomorrow"*

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A LEADERSHIP APPROACH

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**SPONSOR** LT COL JOHN WATTENDORF

Submitted to the faculty in partial fulfillment of  
requirements for graduation.

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## PREFACE

The Human Sexuality Committee, under the direction of the Department of Behavioral Sciences and Leadership, began performing a major overhaul of the Human Sexuality Program at the United States Military Academy (USMA) almost two years ago. This project represents the culmination of those efforts. The goal is to better prepare men and women cadets to assume future leadership roles in a military that is becoming more and more an equal opportunity milieu.

The new Human Sexuality Program was approved in principle by the USMA Superintendent in December 1984, and is scheduled to begin implementation in the summer of 1985. I anticipate that this project (or selected portions of it) will be incorporated into a publication for distribution to those involved in the program following review and approval by the Human Sexuality Committee.

There are many who contributed much time and effort to the design of this program. The laborious hours spent in conference by members of the committee are largely responsible for the varied perspectives represented in the program. The Department of Behavioral Science and Leadership is to be especially commended for sponsoring such a bold and innovative approach to a very sensitive subject area. I acknowledge the assistance of Major Richard Hartson (USAF), a faculty member at the Air Command and Staff College, who took the time to carefully edit the project and provide valuable advice. LTC John Wattendorf, the sponsor for this project and chairman of the Human Sexuality Committee, was an invaluable source who is largely responsible for the quality of the program reflected in these pages. It is to the credit of his personal leadership that the program has progressed to the status it presently occupies. Finally, I acknowledge the assistance of my wife, Julie, for the many hours she spent typing the draft for this project, and for being a good listener as the ideas for this project were being threshed out. The ultimate responsibility for errors or omissions is, of course, that of the author.

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## ABOUT THE AUTHOR

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Major Michael Anderson was commissioned into the Infantry following his graduation from the United States Military Academy in 1973. His assignments have included time as Platoon Leader, Executive Officer, and Company Commander. Major Anderson recently completed an assignment as an Associate Professor in the Department of Behavioral Sciences and Leadership at West Point. He received a Ph.D in Sociology from the University of Chicago in 1981. His professional military education consists of attendance at the Basic and Advanced Infantry courses. Major Anderson is currently a student in the Air Command and Staff College at Maxwell AFB.



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## Chapter One

### INTRODUCTION

The Superintendent of the United States Military Academy (USMA) approved in principle a new program of Human Sexuality Training to be administered to cadets over a four-year period. This project, reflecting approximately one and one half years of committee work, will serve as the basis for the recently approved program. Upon review and approval by the Human Sexuality Committee, this document will be incorporated into a handbook for trainers and training managers at USMA.

Chapter Two is an analysis of the general need to which the program is addressed. As the number of women joining the military increases, there evolves a clear need for military leaders to be sensitive to the changing dynamics involved with gender integration. Major issues associated with gender integration are also presented in this chapter for inclusion into the training program.

Chapter Three discusses the constraints within which the program must be designed and executed. A major constraint was that the proposed program had to be consistent with the mission of the United States Military Academy: To train future leaders of the Armed Forces. It was the recognition of this fact that stimulated a major revision of the existing training program. The needs specified in Chapter Two and the constraints presented in this chapter formed the basis for determining the instructional goal of the four-year program.

Chapter Four reflects the instructional analysis of the program by specifying learning outcomes and subordinate learning objectives implied in the instructional goal. This is the "nuts and bolts" of the program as it is expected to be implemented. The relationship between the instructional goal, learning outcomes and subordinate learning objectives illustrate the systematic process used to design the program.

Chapter Five, in addition to providing a summary, emphasizes the importance of feedback and evaluation to ensure program effectiveness. In addition to determining whether the proposed program achieves its stated goals (does what it says it will do), it is critical that the program remains relevant (does what it should do) to the needs of cadets, USMA and ultimately the Army. To this end a feedback plan was proposed that would encourage program revision when required.

Appendices A through F contain the individual lesson plans to be used by human sexuality trainers. Because the proposed program represented a major revision of the existing program, the lesson plans are original and have not yet been tested for effectiveness. The old lesson plans bear little resemblance to those provided in the new program and are therefore not relevant for reference. Appendix G reflects a general plan to gather necessary feedback for program revision.

The instructional model from which this program was designed is that used by

the Department of Behavioral Science and Leadership at West Point. It is based on the principle of a systematic design of instruction to achieve desired learning outcomes. Walter Dick and Lou Carey, in their book The Systematic Design of Instruction, present the general thrust of the design process:

The systems approach model is not a simplistic model, nor is it so highly complex that users could not use it practically in their work. . . It is a behaviorally oriented model which stresses the identification of skills students need to learn, and the collection of data from students to revise instruction (1:1).

The success of this particular model has been demonstrated by its effective use in the Department of Behavioral Science and Leadership.

Although this program has been specifically designed with cadets at the United States Military Academy in mind, it could also be adapted for use at the other service academies or other service schools. The program content and instructional strategies presented in this project may also be useful resources for other organizations involved in the critical task of leadership development.

## Chapter Two

## ANALYSIS OF THE GENERAL NEED

This chapter provides a general background for systematic analysis of training related to human sexuality at the United States Military Academy (USMA). Specifically, it identifies major problems of organizational adjustment in the Army resulting from increased integration of women. The general trend toward greater integration of women into the military was stimulated by the adoption of the All Volunteer Force (AVF) concept in 1973 (10:555; 2:--). Problems of organizational adjustment associated with increased gender integration provided the stimulus to undertake a program designed to make future leaders in the Army more aware of problems they may encounter in a mixed-gender force. This chapter will first present a brief overview of military progress toward gender integration. Second, it will address specific problems of organizational adjustment encountered in the Army with increased admission of women into a previously all-male culture. Finally, it will present some future leadership issues that pose significant challenges for a long-range and coherent approach to the issue of gender integration in the U.S. Army.

OVERVIEW OF GENDER INTEGRATION

The benchmark for serious consideration of issues related to gender integration was the decision of the military to adopt an All Volunteer Force concept to meet the manpower needs of defense (1:8; 10:--). Prior to this, the military had invested little effort in analyzing the role of women in the Army and the problems related to military effectiveness associated with gender integration (10:--; 11:--). Prior to 1971, women represented approximately 1.3% of the total military force and in less than a decade they represented approximately 10% of the total active force with participation in over 90% of the military jobs (10:555; 12:689). Symbolic of the trend toward greater gender integration and acceptance of an expanded role for women was the congressionally mandated decision to admit women to the three service academies (USMA, USNA, USAFA) for the first time in July, 1976 (6:569; 10:555). The increased admission of women into a traditionally male-dominated milieu was motivated in part by the ideological mandate for gender equality expressed in much of equal rights legislation of that time. It was also motivated by the recognition that women represented a possible solution to anticipated problems of male underrecruitment under the fledgling AVF concept (7:--; 9:--; 12:--). Both sets of motives - the ideological and the practical - continue to provide rationale and acceptance of policies sustaining gender integration. The Secretary of Defense has commissioned a special committee to meet annually and make specific recommendations addressing issues related to women in the Armed Forces. This committee, DACOWITS (Defense Advisory Committee on Women in the Services), has been very influential in making recommendations for policies affecting military women (5:--). M.D. Feld argues in a 1978 edition of Armed Forces and Society:

If women's role in the Armed Forces is to be part of a comprehensive

program, it must be formulated in terms of perceived social trends and rational military considerations. They (women) must be integrated into the concept of the Armed Force as a responsible civic system evolving according to consensual notions of social progress (7:563).

Within the context of general acceptance of the "strategic" notion of gender integration, there are many disagreements over the actual limits within which integration should proceed. Under Federal Law 10 U.S. Code, women in the Navy are prohibited from serving on ships that could be expected to be involved in combat operations and women in the Air Force are not permitted to serve on combat aircraft. Women in the Army are not by law restricted from combat specialties, but the Army has chosen "to remain consistent with the intent of Congress regarding the Air Force and Navy statutes" (5:4).

Arguments against women serving in combat are many but generally are based upon at least one of the following four hypotheses:

1. Women are unable to physically and/or emotionally handle the requirements of many military occupational specialties, particularly those combat-related.
2. The presence of women in the military unit detracts from organizational effectiveness that derives from high morale, cohesion, and presence of a strong masculine ethos.
3. There are strong cultural values in U.S. society that promote the military as a conservative male stronghold. The vision of female casualties in war is distasteful to many Americans and overrides consideration of equal opportunity for women. This societal value derives from the cultural view of "male as protector".
4. Women who attempt to exercise required military leadership within a male dominated culture face an insurmountable task. A corollary to this hypothesis is that to the extent women try to exercise leadership, they must sacrifice their femininity.

It is not the purpose of this paper to assemble evidence that would support or refute the hypotheses outlined above, this has been done elsewhere (8:--; 16:--; 4:--; 15:--; 6:--; 11:--). The point in presenting these hypotheses is that they give an indication of obstacles faced by military leaders in proceeding toward full gender integration. These hypotheses also assist in furnishing an agenda for an educational approach designed to explore them more fully.

#### MAJOR PROBLEMS OF ORGANIZATION ADJUSTMENT

More than a decade of experience with a gender-integrated military force has revealed some organizational problems that need to be routinely addressed by military leaders. Many of these organizational problems are based on at least tacit acceptance of some of the premises made in the hypotheses above. Because the instructional goal for the USMA program of human sexuality training will be based on problems of

organizational adjustment requiring leader intervention, it is important to mention them briefly. The following represent major gender-related issues that potentially affect organizational performance:

I. Pregnancy. Personnel shortages resulting from early discharge, prenatal and postnatal care contribute to manpower projection uncertainty. Pregnancy and dependent care responsibility also affect deployability criteria of affected female soldiers.

II. Unit Cohesion. There is concern that the minority presence of women in a work unit detracts from cohesion necessary for military effectiveness. It is assumed that the presence of women injects a degree of social heterogeneity into the social structure of the group. The potential for male-bonding, viewed as important for combat effectiveness, is precluded.

III. Field Hygiene. Female presence in field locations raises concern for the need of separate sanitation facilities, the assurance of privacy, and the provision for female-specific medical care.

IV. Personal Role Adjustment. The assumption by women of non-traditional roles in the workplace requires that leaders make a distinction between professional and personal roles. Failure to make this distinction (for both men and women) results in role confusion and possible problems of morale.

V. Cultural Barriers to Female Leadership. Both men and women find it difficult to overcome their prior gender role socialization when dealing professionally with members of a different sex. This has made it especially difficult for women to assume leadership in a predominately male setting. In some cases, prior gender role socialization is a contributing cause of sexual harassment.

VI. Physical Differences Between Sexes. Mean differences in physical aptitude between men and women have fueled the controversy over female presence in certain occupational specialties. A specific concern is that equal opportunity considerations should not preempt requirements for mission effectiveness.

VII. Sexual Harassment. An often misunderstood concept is that of sexual harassment, which is defined as "unwelcome, sexually related comments, gestures, physical contact, or request for sexual favors which may be perceived as degrading" (18:C-1). The extent of this problem in the military is such that one prominent military sociologist recommended that a separate chain of command for women be established to surface sexual harassment problems (14:16). The implication is that from his extensive observation of gender integrated units, women appear not to be satisfied by the way male leaders treat their complaints.

VIII. Fraternization. Military policies related to acceptability of inter-gender social relationships are often misunderstood because of their ambiguity and selective interpretation. Problems of interpretation are especially acute in defining acceptable social relationships between officers and enlisted members of different sex. A recent letter to the field from the Adjutant General attempting to clarify the issue has been issued to interpret a policy "which Army officials acknowledge has led to some confusion among commanders for four years" (3:1).

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The final step in the systematic design of the training program is evaluation of the program in terms of its achievement of program goals. This is a very critical aspect of the program which has been lacking in the past. The purpose of conducting an evaluation is to provide information to those responsible for the development of objectives and instructional strategies so that the program might be modified to better serve the need for which it was designed. There are two basic questions to use in evaluating program effectiveness: "Did cadets learn what we wanted them to?" and "Did cadets learn what they need to learn?" (1:202). In order to obtain required data for program evaluation, the following plan for evaluation is proposed:

1. Human sexuality committee members designated to assist in training are responsible for obtaining feedback from the trainers. Appendix G to this report further defines this responsibility.
2. Primary trainers will evaluate the effectiveness of the training following each phase. Annex B to each lesson plan provides the format for an after-action critique.
3. At least once during the academic year, designated human sexuality committee members will meet with representatives from each class to evaluate the effectiveness of the program and the suitability of existing lesson objectives.
4. The Human Sexuality Committee will meet several times in the Spring of each academic year to assess the effectiveness of the training program and make modifications as required.
5. A formal position within the Human Sexuality Committee will be designated - Feedback Administrator. This function will coordinate all feedback/evaluation activities and prepare a formal report to the Human Sexuality Committee Chairman on an annual basis.

Evaluation in a sense "closes the loop" in the development and implementation of this training program. This step is probably the most critical in the systematic design process in that it serves as the basis for program revision to better achieve the instructional goal of the program. Without quality feedback this program will quickly fade to obsolescence.

This concludes the systematic design of instruction for the Four Year Program of Human Sexuality at the United States Military Academy. Each step in the process needs analysis, instructional goal and learning outcome specification, instructional analysis, implementation, and evaluation - is subject to revision as experience with the program identifies new needs to replace those assumed in this analysis.

Finally this program must never lose sight of the overarching goal to which it must ultimately contribute-that of preparing cadets to assume leadership in the military profession. If this program helps to satisfy this need, and it is anticipated it will, the efforts of all involved in the program will be justified.



## Chapter Five

### SUMMARY AND CONCLUSION

The preceding analysis has been conducted to determine the specific content to be included in a program of human sexuality training for cadets at the United States Military Academy (USMA). First, it was important to recognize the basic needs of cadets, USMA and the Army that would be fulfilled and would justify a program of human sexuality training. As the Army moved in the direction of greater integration of women, new leadership challenges became apparent unique to a mixed-gender force. There emerged the need for leaders to become aware of aspects related to human sexuality that would become critical to mission success. The United States Military Academy, as a training ground for future leaders, has accepted the challenge of preparing cadets to function effectively in a mixed gender force by implementing a Four Year Program of Human Sexuality Training.

It was recognized very early in the planning process that human sexuality training at the Academy must be consistent with the overall mission of USMA and would be constrained by the operational environment of West Point. After much discussion within the Human Sexuality Committee (an ad hoc group of representatives tasked to develop and implement the proposed program), the committee decided that learning outcomes and instructional goal selected for the program should be heavily oriented toward the anticipated role of all cadets-military leadership. With consideration for the general need (leadership in a mixed-gender force) and the constraints outlined in Chapter Three the instructional goal was derived:

Upon completion of the Four Year program of Human Sexuality the cadet will be able to analyze gender-related problem situations which may be encountered at USMA or in the Army and design appropriate strategies for resolving such problems.

The specific learning objectives to support this instructional goal were next specified and phased to correspond with the specific circumstances faced by each cohort group at the Academy. The goal was to provide cadets with the training necessary to prepare them for different levels of leadership responsibility. Cadets proceed in this program from an understanding of aspects of Human Sexuality at many levels-personal, small group, organizational, leadership and societal level.

A critical factor that will determine the success or failure of this program is the involvement of the chain of command in the implementation phase. This requires that a permanent working relationship be established between the Human Sexuality Committee and the Tactical Department in all phases of the program-planning, implementation and evaluation. Human sexuality training should be regarded as a continuous educational and developmental process rather than a series of "one shot" occurrences that take place at different points of a cadet's education.

5. Army concern with social and sexual behavior of officers and soldiers,
6. potential problems related to gender-integration that may occur during CTLT/DCP.

V. Phase Five. Phase five will take place for new first class cadets during the Cadet Preparation and Training (CP&T) prior to summer training. The purpose of this phase is to prepare first class cadets for the leadership challenges in a mixed-gender Corps of Cadets during Cadet Basic Training (CBT) and Cadet Field Training (CFT). The specific objectives which guide this instruction are the same as those reflected in Phase One and Three, but the emphasis during this phase is on leadership. The tactical officer, with the assistance of a designated human sexuality committee member, will review the material to be presented to fourth class and third class cadets during CBT and CFT respectively. At the end of this phase, first class cadets should be prepared to assist the tactical officer in implementing Phase One or Phase Three Training.

VI. Phase Six. The sixth and final phase of the four year program takes place during the cadet's final academic term at the Academy. This phase is oriented toward preparing cadets to assume their roles as junior officers in the Army. The phase represents a one-hour period conducted by the tactical officer with the following specific learning objectives:

First class cadets will know and understand:

1. current trends in the area of human sexuality,
2. current leadership issues in the area of human sexuality,
3. proposed responses to existing and potential leadership problems related to human sexuality.

### SUMMARY

The Four Year Program of Human Sexuality Training has been designed to be a cumulative and continuous learning experience for cadets. The specific learning objectives have been derived from a carefully conducted needs assessment and a set of prescribed learning outcomes designed to satisfy the identified needs. The instructional goal-that behavior expected of the cadet upon completion of the four-year program-is consistent with the goal of the Military Academy in its orientation toward leadership and social development. As the individual phases of this program are conducted, those responsible for training should remind themselves that the material they present is designed to further the attainment of the overall instructional goal. Each phase of training should "build upon" knowledge achieved during earlier phases, reinforcing prior training when possible. Finally, the information presented in this program should be reinforced through behavior consistent with that information. Those responsible for cadet leadership and social development should use the Human Sexuality Program to assist in this effort.

period of instruction devoted to dispelling myths and misunderstandings about human sexuality in the core psychology course taught during fourth class year.

III. Phase Three. Phase three of the Human Sexuality program will be conducted as early as possible during Cadet Field Training (CFT) and will be the primary responsibility of the CFT tactical officer. A designated human sexuality committee member will participate in the training to the extent desired by the tactical officer. This phase will consist of a two-hour block of instruction to achieve the following specific learning objectives:

Third class cadets will know and understand:

1. hygiene problems that are gender specific,
2. attitudes, behaviors and resultant expectations associated with traditional gender roles,
3. research-based difference in gender as they relate to duty performance,
4. factors unique to a gender-integrated work unit that may detract from unit cohesion,
5. improper sexual treatment,
6. problems resulting from confusing professional and personal roles,
7. USMA and Army regulations related to sexual behavior as they apply to the situation confronting third class cadets as members of a mixed-gender work group and as upperclassmen in general.

This phase of training should take place as early as possible during CFT.

IV. Phase Four. Phase four will take place in the regular-lettered company under direction of the company tactical officer. Because its primary purpose is to prepare cadets for Cadet Troop Leader Training (CTLT) and Drill Cadet Program (DCP), this 90-minute period should be scheduled toward the end of the academic year prior to cadet departure for CTLT/DCP. The specific learning objectives to be covered by the tactical officer are as follows:

Third class cadets will know and understand:

1. USMA and Army regulations regarding sexual misconduct,
2. USMA and Army regulations and policies pertaining to discipline relating to sexual misconduct,
3. Army policies related to fraternization,
4. Army administrative procedures related to pregnancy,

### SPECIFIC LEARNING OBJECTIVES

The four-year program of Human Sexuality Training will be accomplished in six phases based on the expected utility of training at different points in cadet development and leadership responsibility.

I. Phase One. Phase one will take place during Cadet Basic Training (CBT) and will consist of one hour of instruction intended to provide the cadet information that may affect performance during fourth class year. This instruction will be scheduled as early as possible during CBT and will be conducted by representatives from the Human Sexuality Committee. Following this formal presentation, squad leaders will meet with their squads to reinforce the training and answer specific questions of New Cadets. Specific learning objectives to be covered during CBT are:

New Cadets will know and understand:

1. USCC regulations pertaining to acceptable and unacceptable public display of affection,
2. USMA and USCC policies related to sexual harassment,
3. USMA and USCC policies related to fraternization,
4. counseling and administrative procedures to be used in case of pregnancy,
5. USMA policy related to marriage and dependent responsibility,
6. counseling resources (general) available to cadets.

II. Phase Two. Phase two will take place early in the fourth class academic year and will be conducted by a designated Human Sexuality Committee member. The committee representative will coordinate with the tactical officer to arrange for a class that will not conflict with tactical officer duties. This class should take place very early in the academic year, during Reorganization Week if possible. Specific learning objectives for this phase are:

Fourth class cadets will know and understand:

1. basic anatomy and physiology of the male and female reproductive system,
2. major contraceptive methods and their degree of effectiveness,
3. signs, symptoms and treatment of sexually transmitted diseases,
4. physical performance differences and relevant anatomical and physiological factors which account for physical performance variations between men and women.

Phase two of the training is additionally enhanced by the inclusion of a one-hour

constraints of their primary duty.

### LEARNING OUTCOMES

To achieve the stated purpose of preparing a cadet for membership and leadership in a mixed-gender Corps of Cadets, and ultimately in a mixed-gender Army, five learning outcomes have been identified. Each learning outcome requires knowledge as well as understanding level comprehension of factual information. Understanding of the material by the cadets is important for two reasons. First, as a future leader in the United States Corps of Cadets (USCC) and ultimately the Army, the cadet will be responsible for instructing and guiding others based on information provided in this program. Second, understanding of the material presented is required so that the cadet is able to achieve the standards of the instructional goal (Chapter Two) at the Analysis and Design level of comprehension. The five learning outcomes (behavioral expectations) are:

1. Know and understand USCC regulations, the UCMJ and USMA and Army policies as they pertain to sexual behavior. (legal)
2. Know and understand male and female: anatomy, physiology, physical performance differences, sexually transmitted diseases, hygiene and contraceptives. (physical)
3. Know and understand how individual are taught to think and act as a man or woman in our society and the consequences of such learning for leadership in a mixed-gender Army. (social)
4. Analyze gender-related situations and resolve identified problems. (organizational)
5. Analyze current trends in the area of Human Sexuality and relate these to the leader's responsibility in a mixed gender force. (societal)

It should be noted that all learning outcomes are oriented toward a specific aspect of human sexuality (legal, physical, social, organization, societal) judged to be relevant to the leadership function in a mixed-gender force. Although the learning outcomes are conceptually distinct, the interrelationships between and among them are very significant. For example, the societal trend toward gender equality and integration of the workplace changes the way future generations of men and women are socialized to accept a particular view of themselves. Similarly, physical differences between members of the opposite sex may present leaders of mixed-gender groups with potential organizational difficulties requiring the design of resolution strategies. The relationship between the five learning outcomes are implied (and should, through instruction be made explicit) in the statement of the Instructional Goal previously established in Chapter Three:

Upon completion of the Four Year Program of Human Sexuality Training the cadet will be able to analyze gender related problem situations which may be encountered at USMA or in the Army and design appropriate strategies for resolving such problems.

## Chapter Four

### INSTRUCTIONAL ANALYSIS

The purpose of this chapter is to present the results of an instructional analysis for a four-year program of Human Sexuality at the United States Military Academy (USMA). I will first present a set of operating assumptions from which this analysis will proceed. Second, specific learning outcomes are presented that were used to guide the development of the program of education. Third, the four-year program of Human Sexuality training will be presented with specific learning objectives outlined to correspond with the particular phase of training in which they will be taught. I will conclude this chapter by describing the relationship between the assumptions, the learning outcomes, the instructional goal and the specific learning objectives.

### OPERATING ASSUMPTIONS

In addition to the constraints imposed by the organizational environment discussed in Chapter Three, the actual conduct of the program for human sexuality training is based on a set of key operating assumptions. First, it is important to realize that the overall purpose of the program is to complement the mission of the United States Military Academy, that is, to prepare cadets for membership and leadership in the Army. The specific purpose of this program is to prepare cadets for membership in a mixed-gender Corps of Cadets and leadership in the Corps, and ultimately, in a mixed-gender field force. A second operating assumption of the program is that instruction should be presented as part of an ongoing and continuous process of cadet development toward an appreciation of the complexities inherent in gender integration. It is important to understand that the sessions devoted to formal instruction should only be regarded as the stimulus for the real learning that takes place throughout cadet experience in gender-related situations. In this sense, achievement of the learning objectives requires involvement in the program from many agencies responsible for cadet development, in particular the tactical department and the cadet chain of command. The program has been developed on a progressive and sequential education base: it should not be regarded as a series of isolated learning experiences. Third, there are no experts in all aspects of human sexuality on the staff and faculty at West Point. There is, however, a dearth of experience represented on the staff and faculty from which to draw, representing a variety of values and perspectives which greatly enhance the achievement of the desired learning outcomes. A final assumption underlying this educational program is that the Human Sexuality Committee consists of representatives from a variety of agencies at West Point serving on the committee as an additional duty. Under ideal conditions a full-time staff would be designated to plan and coordinate human sexuality education but this is not feasible at this time. The part-time nature of committee involvement necessitates that a "team" relationship be developed among all those tasked for implementation responsibility. To this end, committee members are assigned specific coordination responsibilities with members of the tactical department and will provide the maximum assistance possible within the

4. The specific learning objectives must contribute to the achievement of the instructional goal. The specification of learning objectives must also be justified by the mission constraints described in this chapter.
5. The four-year program of human sexuality training should develop a "program character." A variety of agencies at West Point should be involved, coordinated, and reinforcing.
6. The current operation of the human sexuality program should be significantly decentralized to permit a variety of agencies at USMA the opportunity to contribute to the program. In particular, all agencies responsible for leadership and professional development should be contributing partners in the program.
7. The program should be a continuous and ongoing process of development with reinforcement of learning occurring throughout the four-year cadet experience as gender-related situations arise.
8. A counterpart to the Human Sexuality Committee should be created consisting of male and female cadets of all classes. The function of this cadet committee would be to contribute to the validation of a meaningful and relevant program.
9. To reinforce the program character of the human sexuality education, specific responsibilities of the current Human Sexuality Committee should be (in order of priority) curriculum design, coordination, consultation, evaluation and revision, administration, and instruction.

#### SUMMARY

This chapter has provided an analysis of constraints within which the program must be conducted. Based on these constraints and on the analysis of general needs presented in Chapter Two, the instructional goal was defined. Specific recommendations related to the conduct of the program were enumerated based on previously conducted human sexuality training and current program goals. Chapter Four will provide the instructional analysis, that is, the identification of relevant subordinate skills required for the student to achieve the instructional goal described in this chapter.

Recommendation number 136 stated:

Establish a program of sex education for all cadets that would be straightforward, mature and sufficiently broad to encompass physiology, reproduction, contraception, hygiene, and responsibility (17:--).

### THE INSTRUCTIONAL GOAL

From the preceding general needs analysis and the constraints outlined above, it is possible to formulate the instructional goal for a four-year program of human sexuality education. Simply, the instructional goal is a statement about what it is that students ought to be able to do upon completion of the program (1:14). The instructional goal selected for the four year program is thus defined:

Upon completion of a four-year program of Human Sexuality Training a cadet will be able to:

1. Analyze and Explain gender related problem situations which may be encountered at USMA or in the Army.
2. Design appropriate strategies for resolving such problems.

This instructional goal requires a cadet to use many "pieces" of comprehension level knowledge in a constructive and informed way toward the solution of potential organizational problems caused by gender integration. Instructors during the different phases of training must always keep this overall goal in mind as they approach the specific tasks outlined in each phase of instruction. The instructional goal represents the long-range end to which each of the phase level (subordinate) objectives contribute. In order for a student to be able to Analyze, Explain, and Design, students must have a grasp of certain key pieces of information that can logically and informedly be applied. Chapter Four will present the instructional analysis-the arrangement of subordinate objectives-which follows from the definition of the instructional goal.

### SPECIFIC TRAINING RECOMMENDATIONS

Based on the preceding analysis and prior experience of the author with human sexuality training, the following specific recommendations are made for the future conduct of the training program:

1. The program should be the same for both male and female cadets.
2. The assumed entry level knowledge and characteristics of the audience should vary by class (freshman, sophomore, junior, senior). The program content (by phase) should be oriented to the specific needs of each class as they progress toward graduation.
3. The program should be cumulative. New instruction should be based on assumed comprehension of previous learning objectives but should also reinforce prior training when possible.



proposed program should be assumed to be that of a normal post-adolescent population:

1. a general (though often distorted) knowledge of basic human sexuality, and
2. little, if any, knowledge of the organizational context (the Army) within which the instruction will ultimately be applied.

II. Organizational Constraints. It would be too ambitious a task to attempt construction of a program of instruction that would account for the broad variety of individual competencies represented in the Corps of Cadets related to the area of human sexuality. For practical reasons therefore, an assumption must be made that members of the same class (freshman, sophomore, junior, senior) are at the same general knowledge level. A second organizational constraint is that human sexuality training must compete with other intellectual, military, moral-ethical, and physical development priorities at the academy in terms of time and resources. Third, those primarily responsible for the conduct of the training will in no way be experts in the field of human sexuality. The lesson plans to support the training must therefore be sufficiently detailed and explicit for ease of instruction. Fourth, the program content must be structured to provide knowledge required for "survival" in the USMA environment. There are a variety of unique rules and regulations pertaining to sexual and social conduct that are specific to the West Point environment.

III. Mission Constraints. The major constraint within which the proposed program of instruction for human sexuality must operate is that the selected instructional goal must be consistent with the philosophy and mission of the United States Military Academy (USMA). The mission of the Academy is

To educate, train, and inspire the Corps of Cadets so that each graduate shall have the character, leadership, intellectual foundation and other attributes essential to progressive and continuing development throughout a career of exemplary service to the Nation as an officer of the Regular Army (19:1).

The proposed program should therefore include elements contributing to character formation, leadership development, and intellectual enhancement for it to be consistent with the general mission of West Point. It should also be oriented toward the expected future role of the cadet-military officership. A second constraint or consideration is that imposed by The Basic Concepts for the United States Military Academy, in particular the Concept for Cadet Social Development (20:--). This particular concept paper makes the following observation about cadet social development.

They (cadets) take a long stride toward establishing their personal identity and toward sharpening their understanding of the way in which the ideals, values, and desires that underlie their behavior relate to the ideals and values deemed generally to be appropriate as guides for the life and duties of an Officer of the U.S. Army (20:1).

It is apparent that an important component toward the realization of this goal would be an understanding of human sexuality consistent with that expected of a military leader, especially one in a gender-integrated force. Finally, the Borman Commission recognized the need for a program for human sexuality instruction in recommendations made to the Superintendent of the United States Military Academy in 1976 (17:--).

## Chapter Three

### THE INSTRUCTIONAL GOAL

The first step in systematically designing a program of instruction is to conduct a basic needs analysis with regard to the general subject matter (1:8). The preceding chapter has done this in a general way and has also identified several specific issues and associated problems that merit inclusion in a human sexuality program. The next logical step is to conduct an analysis of the constraints within which the proposed program will be conducted (1:8). This entails the process of identifying the operating assumptions or constraints imposed by

1. the entry level capabilities of the students with regard to the particular curriculum,
2. the organization context, and
3. the required coordination between the proposed program and the mission of the sponsoring organization.

These three sets of constraints are major considerations in defining the instructional goal which is a specific statement about what it is that a student should be able to do upon completion of the instruction (1: Ch 2). This chapter will attempt to do three things. First, it will summarize various constraints imposed on a proposed program for human sexuality at the United States Military Academy. Second, from the needs analysis presented in Chapter Two, and in consideration of the operating constraints to be presented in this chapter, an instructional goal will be derived and explained. Finally, it will present specific recommendations regarding the content and conduct of the anticipated training.

### ASSUMPTIONS AND CONSTRAINTS

I. The Audience Constraint. The student population to which this program is targeted consists of high quality, young (17-25 age group) men and women pursuing careers as military officers. The students, for the most part, are highly motivated with above average intelligence. Preliminary testing of cadet knowledge related to matters of human sexuality indicates that cadets are as knowledgeable in these matters as the normal college population: They entertain many of the same myths and misconceptions about human sexuality as do their peer groups at other universities (22:--). However, since a major portion of the proposed program will be presented within a military specific context, it is important to realize that the audience is generally naive to the military organizational relevance of most of the material. As students gain more exposure to military life over their four years of cadetship, program goals will necessarily be modified to account for different knowledge levels between the class groups. In short, the entry level knowledge of the students with respect to the

academies are adamant in their view that if women are accepted as cadets to the military academy they should be held to the same standards required of male cadets (15:593). An observation made at the United States Naval Academy early in the integration process focused on this aspect:

. . . It is crucial to have a rational and fair rather than post hoc basis for considering individual aptitude differences in setting physical performance standards. . . A well-reasoned system, explained to midshipmen in advance, is necessary to prevent accusations of favoritism (6:586).

The issue of "comparability" remains a basic deterrent to full acceptance of women at the military academies.

V. Pregnancy. Prior to 1971 women who became pregnant while on active duty were automatically discharged from the services. Policy changes related to pregnancy and minor dependents in 1971 and 1975 gave women the option of remaining in the service. This generated problems unforeseen by policy planners at that time. In addition to increased organizational uncertainty, there were ethical questions related to responsible parenting obligations, availability of contraceptive devices, abortion, dual career assignment considerations (as more married women chose the option to remain), and subordination of family consideration to military necessity (12:693).

### SUMMARY

The analysis presented in this chapter is not meant to be a complete history of the challenges posed by gender integration in the military. Rather it is "food for thought" for those charged with developing an agenda for human sexuality training. It reflected the need to look into the environment that the cadet will enter (the Army) and present some issues that need to be addressed by leaders at all levels in the military. Chapter Three will draw from this analysis to define a specific instructional goal to guide a program of human sexuality training at the United States Military Academy.

This brief listing of documented organizational difficulties with gender integration does not exhaust the range of problems associated with a mixed-gender force. The problems identified above are major ones that justify the need for better leader education in the area of human sexuality. Education in this area will assist future leaders to anticipate problems and implement actions that will reduce some undesired consequences associated with gender integration.

### FUTURE LEADERSHIP ISSUES RELATED TO GENDER INTEGRATION

Because the integration of women into the Army is a relatively new phenomenon, there are a number of major institutional issues that are only beginning to surface. These issues are briefly mentioned in this analysis for two reasons. First, because these issues presently do not have solutions, their controversial nature exacerbates the uncertainty surrounding future expanded integration efforts. Those charged directly with cadet professional development should ensure that cadets develop a professional perspective with regard to these issues. Second, unresolved issues should be incorporated into the proposed Human Sexuality Training Program as new Army policy is developed and directed toward their solution.

I. Women in Combat. Some critics of the policy proscribing participation of women in combat roles claim that the distinction between "combat" and "non-combat" military occupational specialties is based on an outmoded concept of warfare (8:--; 16:--). A potential conflict ensues when policies excluding full female participation in the Armed Forces are juxtaposed with the societal trend toward equal rights and opportunity irrespective of gender.

II. Female Motivation. As a result of denying females participation in combat military occupational specialties, women are blocked from positions that permit the greatest opportunity for career advancement. One observer of initial gender integration at the United States Naval Academy alluded to this problem:

It is unrealistic to expect women to be greeted with fully equalitarian attitudes at USNA when they are currently prevented from assuming equal roles with men in the larger military system. Navy women will always face the problems of a statistical minority unless Congress acts to lift quotas on women in the military (6:586).

III. The Military as an Agent of Social Change. Some argue that the military has the ability (and responsibility) to lead the way in promoting social change. They base this opinion on the relatively successful integration of black soldiers into the military during the 1950's and 1960's (7:--). Others argue that the major mission of the military, combat readiness, is hampered as the military attempts to perform the function of "social experimentation". M.D. Feld succinctly defines the underlying issues:

It is the rational principle of full civic participation that is at issue. . . What is actually being debated is the symbolism of civic culture and the values through which a state mobilizes its social resources (7:567).

IV. Physical Standards. Males and females, because of documented physical aptitude differences, are evaluated using different standards of acceptable physical performance. Problems of equity develop when, for example, male cadets at the service

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# APPENDIX

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## APPENDIX A

### LESSON PLAN: PHASE I

#### I. LESSON DATA

SUBJECT: HUMAN SEXUALITY TRAINING: Introduction to Policy and Procedures

TIME REQUIRED: One hour lecture during CBT followed by 30 minutes informal session  
with squad leaders

CLASS FORMAT: Lecture/Presentation

EQUIPMENT: Slide or overhead projector

REFERENCES: Supplement provided by Human Sexuality Committee

RECOMMENDED TIME SEQUENCE:

|                       |            |
|-----------------------|------------|
| INTRODUCTION          | 5 minutes  |
| BRIEFING/PRESENTATION | 50 minutes |
| CONCLUSION            | 5 minutes  |

#### II. LESSON CONTENT

##### A. Purpose

The purpose of this training is to introduce New Cadets to the Human Sexuality Program at West Point. In addition to receiving an overview of the 4 year program, New Cadets will be instructed on USMA policies and procedures related to appropriate social and sexual behavior expected of a cadet. This training session is the first step in training a cadet to achieve the overall instructional goal of the Human Sexuality Program which is:

Upon completion of the Four Year Program of Human Sexuality the cadet will be able to analyze gender related problem situation which may be encountered at USMA or in the Army and design appropriate strategies for resolving such problems.

The material presented in this period is meant to allow cadets to "survive" in the West Point environment (i.e., keep them out of trouble) with the emphasis being on presentation and explanation of USMA and USCC policies regulating social and sexual conduct.

## B. Objectives

The specific learning objectives for this training are listed below. Factual data related to each objective will be presented as a supplement to this lesson plan by a Human Sexuality Committee representative.

At the conclusion of this training cadets should know and understand:

1. USCC regulations pertaining to acceptable and unacceptable public display of affection,
2. USMA and USCC policies related to sexual harassment,
3. USMA and USCC policies related to fraternization,
4. counseling and administrative procedures to be used in case of pregnancy,
5. USMA policy related to marriage and dependent responsibility,
6. counseling resources (general) available to cadets.

## C. Training Approach

It must first be recognized that this is the cadet's first introduction to rules governing sexual and social behavior at West Point. It is therefore critical that the material be presented in terms easily understood by all with a deemphasis of that technical jargon often used to explain policy. It is also important that, when possible, slides be used to reinforce key points. Finally, concrete examples of the specific objectives should be presented, possibly in the form of skits to illustrate a main point. The guiding principle in this phase of training should be: Keep it Simple.

During the introduction, the trainer should provide cadets an overview of the four year program of human sexuality and explain the functions and responsibilities of the Human Sexuality Committee. The specific learning objectives for Phase One should next be presented.

The trainer should next provide factual data related to each of the learning objectives. The trainer should include an explanation of each of the objectives so that cadets understand the rationale underlying the policies. Finally, the trainer should make extensive use of imaginative slides and/or skits to illustrate the key points of each objective, keeping in mind that the audience is generally uninformed of the material.

## III. CONCLUSION

This period has introduced the new cadets to USMA and USCC regulations and policies related to appropriate social/sexual conduct. Undoubtedly, new cadets probably have many specific questions about the material presented to them. The cadet chain of command is prepared to answer these questions and provide clarification if necessary. Annex B to this lesson plan provides some questions that may require clarification. The information new cadets have received during this period, in addition to increasing their chances for "survival", contributes to achievement of the overall goal of the Human Sexuality Program.

#### ANNEX A Request for Feedback

Squad leaders are requested to fill out this form and return it to the Human Sexuality Committee Representative.

1. During your informal session with new cadets what questions were asked?
2. Were there any questions that you were unable to answer? What were they?
3. How confident do you feel that the members of your squad understand the objectives presented during this period?
4. How confident do you feel that you were adequately prepared to participate in this training?



## ANNEX B Discussion Questions

The following questions may be useful to guide a discussion related to the learning objectives covered in this period.

1. What should a New Cadet do if he/she suspects fraternization?
2. Why does the regulation prohibiting "Public Display of Affection" exist?
3. What should a New Cadet do upon observing an action believed to represent sexual harassment?
4. What should a New Cadet do who suspects he has caused pregnancy?

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# APPENDIX

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## APPENDIX B

### LESSON PLAN: PHASE 2

#### I. LESSON DATA

SUBJECT: Human Sexuality Training: Introduction to Human Sexuality

TIME REQUIRED: One hour during early fourth class year.

CLASS FORMAT: Conference

EQUIPMENT: Overhead projector, quiz questions, contraceptive devices

REFERENCES: Supplement provided by Human Sexuality Committee

RECOMMENDED TIME SEQUENCE:

|                 |            |
|-----------------|------------|
| INTRODUCTION    | 5 minutes  |
| QUIZ (PRETEST)  | 10 minutes |
| QUIZ DISCUSSION | 30 minutes |
| QUESTION/ANSWER | 10 minutes |
| CONCLUSION      | 5 minutes  |

#### II. LESSON CONTENT

##### A. Purpose

A recent survey assessing cadet knowledge about Human Sexuality indicated that cadets are as misinformed as their college contemporaries are about the subject. The purpose of this session is to provide cadets with some factual data so that they will be better able to understand themselves as sexual beings. In addition, cadets will have the opportunity to ask questions that may be on their minds concerning aspects of general Human Sexuality. This period contributes to the overall instructional goal of the Human Sexuality Program which is:

Upon completion of the Four Year Program of Human Sexuality the cadet will be able to analyze gender related problem situations which may be encountered at USMA or in the Army and design appropriate strategies for resolving such problems.

##### B. Objectives

The specific learning objectives for this training are listed below. Factual data

related to each objective will be provided as a supplement to this lesson plan by a Human Sexuality Committee representative.

At the conclusion of this training cadets should know and understand:

1. basic anatomy and physiology of the male and female reproductive system,
2. major contraceptive methods and their degree of effectiveness,
3. signs and symptoms and treatment of sexually transmitted diseases,
4. physical performance differences and relevant anatomical and physiological factors which account for physical performance variations between men and women.

### C. Training Approach

The instructor should introduce this period by stating the overall instructional goal for the Human Sexuality Program and the specific objectives to be covered during this session. The interaction that takes place between the students and instructor early in this period is critical because it sets the tone for how openly the issues will be discussed. The instructor should do everything possible to establish an open climate during the first few moments.

The instructor should next distribute a brief 10 question quiz to be completed by the cadet during the next five minutes. The test will consist of difficult questions related to the objectives that are often misunderstood. Following the quiz, the instructor will go over the questions and determine how many missed each question. A cadet who correctly answered a question could be called upon to explain the answer to others who got it wrong. The instructor should have on hand slides, charts or viewgrams to further illustrate the rationale for the correct response. It is anticipated that cadets will ask objective-related questions and the instructor should be prepared to be interrupted before moving on to the next question or objective. Instructors should be prepared to ask related questions if none are received.

When it comes time to discuss contraception and contraceptive devices, instructors should conduct this training in an objective manner and avoid allowing cadets to take inference of a particular moral position. In other words, cadets must not be given the impression that the United States Military Academy is either encouraging or discouraging contraception. Questions related to morality should be referred to the office of the chaplain.

The instructor should proceed through the questions and objectives until all have been covered. The floor should then be opened up to any question related to Human Sexuality. The instructor may choose the strategy of having cadets write their questions in advance on a piece of paper (following the quiz) to possibly protect a cadet from embarrassment. As many questions as time will permit should be answered.

## IV. CONCLUSION

A variety of myths and misinformation about human sexuality exist in the minds of young adults. This period should clarify some of the ambiguities that exist. Cadets should be informed that tactical officers and Human Sexuality Committee

representatives are available and willing to answer questions related to human sexuality. Finally, this period contributes to the overall instructional goal of the Human Sexuality Program in that soldiers will have been exposed to many of the same myths and misinformation about sexuality. A leader in the military is expected to answer questions and provide information about this subject in an objective manner.

## ANNEX A Request for Feedback

Squad leaders are requested to fill out this form and return it to the Human Sexuality Committee Representative.

1. Was there sufficient time to cover all of the objectives?
2. How well were the objectives understood by cadets?
3. Which objectives should be deleted?
4. Are there any objectives that should be added?
5. How effective was the teaching strategy?
6. How will you conduct this training differently in the future?
7. What area required the most explanation?
8. Please list the general subject area to which the questions you received were addressed.

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# APPENDIX

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## APPENDIX C

### LESSON PLAN: PHASE 3

#### I. LESSON DATA

SUBJECT: Human Sexuality Training: Implications for the Work Group

TIME REQUIRED: 2 hours during the first week of CFT

CLASS FORMAT: Platoon level guided discussion

EQUIPMENT: 4 separate platoon locations, easel, butcher paper, felt markers

REFERENCES: Supplement provided by Human Sexuality Committee

RECOMMENDED TIME SEQUENCE:

|                               |            |
|-------------------------------|------------|
| PHASE ONE: INTRODUCTION       | 10 minutes |
| PHASE TWO: PROBLEM ID         | 35 minutes |
| BREAK                         | 10 minutes |
| PHASE THREE: PROBLEM SOLUTION | 35 minutes |
| PHASE FOUR: BRIEFBACK         | 20 minutes |
| CONCLUSION/SUMMARY            | 10 minutes |

#### II. LESSON CONTENT

##### A. Purpose

The overall purpose of this training is to surface potential problems that may arise this summer as a result of gender integration and to develop plans for resolving these problems. A by-product of this training will be the establishment of a platoon climate conducive to open communication with reference to these matters. The human sexuality training to be conducted this summer contributes directly to achievement of the overall instructional goal of the human sexuality program which is:

Upon completion of the Four Year Program of human sexuality the cadet will be able to analyze gender related problem situations which may be encountered at USMA or in the Army and design appropriate strategies for resolving such problems.

It is anticipated that third class summer training will provide cadets with the rare opportunity of working together to accomplish group tasks. The fact that the units they will operate in are gender integrated will give the cadet a first hand perspective

of some of the problems encountered in gender integrated units in the Army. Hopefully, from this experience, the cadet will be better prepared in the future to assume leadership in a mixed gender unit. The training that cadets will receive in this 2 hour period is designed to allow platoons to anticipate and solve potential problems that they expect to surface this summer resulting from gender integration and to proactively address these problems.

#### B. Objectives

The specific learning objectives for this training are listed below. Specific factual data related to each objective will be provided as a supplement to this lesson plan by a Human Sexuality Committee representative.

At the conclusion of this training cadets should know and understand:

1. hygiene problems that are specific to each gender,
2. attitudes, behaviors, and expectations associated with "traditional" gender roles,
3. differences in performance between men and women,
4. factors unique to a gender integrated work unit that may detract from unit cohesion,
5. Improper sexual treatment,
6. the distinction between professional and personal roles and problems that result when confusing the two,
7. USMA and Army regulations related to sexual behavior as they apply to the situation confronting third class cadets and upperclassmen in general.

#### C. Training Approach

It is suggested that this training be conducted in four related phases. Each of the phases will be presented in detail below. Reference should be made to the suggested time sequence presented above.

##### 1. Phase One: Company Level Introduction

The Tactical Officer should address the entire company and explain the purpose of the training, the specific objectives to be achieved, and the sequence of training. This would also be a good opportunity for the Tactical Officer to issue command guidance with respect to the issue of gender integration and anticipated problems drawn from Tactical Officer experience. At the conclusion of this phase the Tactical Officer will instruct platoons to move to prearranged independent training locations under the direction of company cadre.

##### 2. Phase Two: Platoon Level Problem Identification

The cadet platoon leaders will arrange the platoon in a semicircle in a field or classroom location that provides for a free exchange of ideas. The platoon leader should state that the purpose of this phase is to identify problems that may confront the platoon related to the objectives outlined in paragraph II B above. These objectives as well as the overall instructional goal of the human sexuality program (para II A) should be printed on pieces of butcher paper for the purpose of focusing the ensuing

discussion. The Platoon Leader should next solicit thoughts from the platoon related to each of the objectives and guide the discussion toward potential problems that may arise during the summer related to the objectives. It is important that the Platoon Leader be well versed in the factual data pertaining to the objectives which will be provided by the human sexuality committee. The platoon-generated problems that become identified should be printed on a clean sheet of butcher paper. After all the potential problems have been identified and printed on the butcher paper, the training will proceed to Phase Three. The Platoon Leader should at this time declare a break (10 minutes) to allow for preparation for the next phase and to allow platoon members the opportunity to informally discuss the issues raised in this phase.

### 3. Phase Three: Platoon Level Problem Solution

The Platoon Leader should first review and clarify the results obtained during Phase Two. Any factual data pertaining to the lesson objectives that has not been discussed should be presented by the platoon leader either by directly providing the information or soliciting it in a "give and take" format from the platoon. Once platoon consensus has been reached, the Platoon Leader should generate a discussion of each of the issues identified with the aim of arriving at a plan to overcome the identified problem areas. The final product of this phase should reflect a platoon consensus of how the platoon plans to approach problems related to gender integration in the CFT environment. One member of the platoon will be designated by the Platoon leader to reflect the proposed plan on butcher paper which will be presented to the company during Phase Four.

### 4. Phase Four: Company Briefback

During this phase, the company will reassemble and platoon representatives will present their solutions obtained during Phase Three. This phase provides exposure to different ideas and resolution techniques. It also gives the Tactical Officer and Company Commander information needed to address specific problem areas in the conclusion.

## III. CONCLUSION

At the conclusion of the four phases of instruction, the Tactical Officer/Company Commander will have approximately 10 minutes to summarize and issue final command guidance. At a minimum, the overall training goal and specific objectives of training should be reinforced and clarified if necessary. The Tactical Officer/Company Commander should also make specific comments about each of the platoon presentations as they contribute to identifying and resolving anticipated problems.



ANNEX A Request for Feedback

1. Were you able to achieve all of the lesson objectives in the time provided?
2. How effective was the instructional strategy for achieving the lesson objectives?
3. How relevant were the objectives to the needs of the cadets?
4. How would you rate the responsiveness of the cadets to this instruction?
5. What were the strengths of this program? (list three)
6. What were the weaknesses of this program? (list three)
7. Were there any specific issues brought up requiring more emphasis that could be incorporated into a future training program?
8. If you had to do this again, how would you do it differently?

(PLEASE RETURN THIS FORM TO THE HUMAN SEXUALITY COMMITTEE REPRESENTATIVE)

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# APPENDIX

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## APPENDIX D

### LESSON PLAN: PHASE 4

#### I. LESSON DATA

SUBJECT: Human Sexuality Training: Preparation for CTLT/DCP

TIME REQUIRED: 90 minutes, prior to second class departure on CTLT/DCP

CLASS FORMAT: Conference/guided discussion (tactical officer led)

EQUIPMENT: Chart or blackboard, felt markers or chalk

REFERENCES: Supplement provided by Human Sexuality Committee

RECOMMENDED TIME SEQUENCE:

|                           |            |
|---------------------------|------------|
| INTRODUCTION              | 5 minutes  |
| TACTICAL OFFICER BRIEFING | 30 minutes |
| QUESTIONS/ANSWERS         | 10 minutes |
| DISCUSSION                | 40 minutes |
| SUMMARY/CONCLUSION        | 5 minutes  |

#### II. LESSON CONTENT

##### A. Purpose

The purpose of this training is to prepare Second Class Cadets for their participation in CTLT/DCP programs. Specific emphasis should be on appropriate sexual/social conduct in the military environment. Because this will be the cadet's first experience (for most) in the Army, it is important that they are familiar with the regulations which will govern their behavior (both USMA and Army Regulations). The Human Sexuality Training that they will receive during this phase contributes to achievement of the overall instructional goal of the Human Sexuality Program which is:

Upon completion of the Four Year Program of Human Sexuality the cadet will be able to analyze gender related problem situations which may be encountered at USMA or in the Army and design appropriate strategies for resolving such problems.

It is important that prior to this instruction the tactical officer review the supplement provided by the Human Sexuality Committee that provides factual data related to each specific learning objective. Tactical Officer knowledge and experience will be especially useful in facilitating a discussion about the lesson content. Additionally,

9. What should be the appropriate action of a leader upon observing an instance of sexual harassment? What is Sexual Harassment?

10. What provisions exist in the UCMJ to ensure conformity of sexual/social behavior?

## ANNEX B Discussion Questions

1. What are the arguments for and against female participation in combat roles?
2. What is the extent of a military leader's responsibility for the family of a soldier?
3. What are some specific problems that may arise when a female assumes leadership of a predominately male organization?
4. What are some specific problems that may arise when a male assumes leadership of a predominately female organization?
5. What is the current Army policy on fraternization and pregnancy? Why is the Army concerned about these subjects?
6. Why is it important for the leader to set the example in matters related to Human Sexuality?
7. What considerations should be made for a soldier who is experiencing marital problems?
8. What services are available in the Army to assist the families of soldiers?

#### ANNEX A Request for Feedback

Please take a few moments and answer the following questions pertaining to the Human Sexuality Training you have received over the past four years.

1. As a result of the Human Sexuality Training you have received as a cadet, how qualified are you to function as a leader in a mixed gender force?
2. What specific subjects related to human sexuality do you feel least competent to address in your leadership function?
3. Do you think that we should devote more or less time to training in Human Sexuality? Why?
4. What elements of the current program do you feel will be most useful to you in the future?
5. How would you rate overall the Human Sexuality Training you have received as a cadet?
6. What changes would you make in the current program to better address your specific needs?

2. current leadership issues in the area of Human Sexuality,
3. proposed responses to existing and potential problems in the area of Human Sexuality.

#### C. Training Approach

The tactical officer should introduce this training by stating the overall purpose and specific objectives outlined above. The discussion period to follow should be very informal and should be oriented toward current trends and issues related to leadership in a mixed gender Army. The Human Sexuality Committee will provide a resource supplement but it is anticipated that the tactical officer will personalize the discussion by reflecting on his/her experience and philosophy. Tactical officers are encouraged to invite the company academic officers (or perhaps a neighbor) who have had different experiences related to the subject matter. Annex B to this lesson plan contains questions that should be very useful in generating an active discussion. Following the conclusion, tactical officers will distribute feedback forms to the cadets (Annex A), consolidate them, and forward them to the Human Sexuality Committee Representative.

### III. CONCLUSION

This completes cadet training designed to prepare them to better function as leaders in a mixed gender force. At this point in their preparation they should possess the capability to apply human sexuality information they have received over the past four years to the analysis of potential challenges they may face. Cadets should have also developed the capability to design strategies that will allow them to function more effectively as leaders in the U.S. Army. Leadership is a multi-faceted concept-one of those facets requires an understanding of a very intricate process or concept that we call Human Sexuality.

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# APPENDIX

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## APPENDIX F

### LESSON PLAN: PHASE 6

#### I. LESSON DATA

SUBJECT: Human Sexuality Training: Current and Future Trends

TIME REQUIRED: One hour during the First Class Academic Year (Spring)

CLASS FORMAT: Conference

EQUIPMENT: None required

REFERENCES: Instructor notes

RECOMMENDED TIME SEQUENCE:

|              |            |
|--------------|------------|
| INTRODUCTION | 5 minutes  |
| DISCUSSION   | 50 minutes |
| CONCLUSION   | 5 minutes  |

#### II. LESSON CONTENT

##### A. Purpose

The purpose of this training is to stimulate First Class Cadets to begin thinking about some of the gender related challenges that will soon face them as commissioned officers. The specific goal is to make cadets aware of current trends in the area of Human Sexuality and to relate them to the leader's responsibilities in a mixed gender force. This period of training contributes to achievement of the overall instructional goal of the Human Sexuality Program which is:

Upon completion of the Four Year Program of Human Sexuality the cadet will be able to analyze gender related problem situations which may be encountered at USMA or in the Army and design appropriate strategies for resolving such problems.

##### B. Objectives

The specific learning objectives for this training are: As a result of this instruction, the cadet will know and understand:

1. current trends in the area of Human Sexuality,

## ANNEX B Discussion Questions

The following questions may be useful to guide a discussion related to the learning objectives covered in this period.

1. What are some behaviors that could possibly be construed as Sexual Harassment?
2. When the company deploys to the field are there any specific planning considerations related to a gender integrated unit?
3. What should your action be if you observe a behavior on the part of another that seems to imply fraternization? Why is fraternization harmful to a unit?
4. What action as a cadre member should you take if you observe sexual harassment on the part of Summer Support personnel (e.g., an NCO telling an off-color joke, use of the term "honey" etc. . . .)?
5. Suppose that a female cadet is unable to keep up with the platoon on a road march or a run. How do you determine whether the problem is related to ability or motivation?
6. Why is it important to distinguish between professional and personal roles?



## ANNEX A Request for Feedback

Request that the Tactical Officer and Human Sexuality Representative answer the following questions and return this form to the Human Sexuality Feedback Coordinator.

### A. TACTICAL OFFICER

1. Will the training you have received during this period contribute to your mission effectiveness?
2. How valuable was the time spent in this session to the cadets?
3. When this program is conducted next year what should be done differently?

### B. HUMAN SEXUALITY COMMITTEE REPRESENTATIVE

1. Were the lesson goals achieved?
2. What discussion items sparked the most interest?
3. What issues were surfaced that we should include in the overall Human Sexuality Training Program?
4. How should we do this training session differently?

Following this briefing, the tactical officer will facilitate a discussion related to objectives presented. The discussion should be oriented toward leadership relevance of the information which has been provided. General command guidance should be issued representing the tactical officer's philosophy of dealing with problems associated with gender integration. The tactical officer should draw upon his/her experience and previous after-action reports to provide emphasis where needed. A set of discussion questions is included as Annex B to this lesson plan.

### III. CONCLUSION

This period of instruction was meant to provide the CBT/CFT chain of command an opportunity to familiarize themselves with the Human Sexuality Training to be conducted during CBT/CFT. Especially for the CFT cadre, who will be primary trainers of the program, it represents the first step in designing their instructional strategies to be used during summer training. Finally, the training should alert the chain of command to some problems they might expect to encounter with a gender integrated unit.

The mention of this overall goal is important because it orients the specific learning objectives of each phase of instruction to the leadership aspect of Human Sexuality. It is expected that the chain of command will be exercising this goal throughout the summer training.

## B. Objectives

The specific learning objectives for this training are listed below. Specific factual data related to each objective will be provided in a supplement by a Human Sexuality committee representative.

At the conclusion of this training cadets should know and understand:

For CFT Cadre

1. hygiene problems that are specific to each gender,
2. attitudes, behaviors, and expectations associated with "traditional" gender roles,
3. differences in performance between men and women,
4. factors unique to a gender-integrated work unit that may detract from unit cohesion,
5. Improper sexual treatment,
6. the distinction between professional and personal roles and problems that result when confusing the two,
7. USMA and Army regulations related to sexual behavior as they apply to the situation confronting third class cadets and upperclassmen in general.

For CBT Cadre

1. USCC regulations pertaining to acceptable and unacceptable public display of affection,
2. USMA and USCC policies related to sexual harassment,
3. USMA and USCC policies related to fraternization,
4. counseling and administrative procedure to be used in case of pregnancy,
5. USMA policy relating to marriage and family responsibility,
6. counseling resources (general) available to cadets.

## C. Training Approach

A designated Human Sexuality Committee member will introduce the training session by stating the overall goal of the Human Sexuality Program as well as the specific objectives that will be presented during CBT/CFT. The committee member will next present factual data related to each of the objectives and explain the importance of understanding each of the objectives. In explaining the importance or relevance of the objectives, the instructor should create specific examples of situations that would require an understanding of the factual data. The instructor should conclude by explaining the parts of the program to be implemented by the chain of command and suggesting alternative instructional strategies.

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# APPENDIX

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## APPENDIX E

### LESSON PLAN: PHASE 5

#### I. LESSON DATA

SUBJECT: Human Sexuality Training: Cadre (CBT, CFT) Preparation

TIME REQUIRED: One hour during Cadre Preparation and Training

CLASS FORMAT: Conference/Discussion (HSC presentation followed by tactical officer-led discussion)

EQUIPMENT: Overhead slide projector, slides depicting goals and objectives of fourth class and third class Human Sexuality training

REFERENCES: Lesson plans for CBT and CFT

RECOMMENDED TIME SEQUENCE:

|              |            |
|--------------|------------|
| INTRODUCTION | 5 minutes  |
| HSC BRIEFING | 20 minutes |
| DISCUSSION   | 30 minutes |
| CONCLUSION   | 5 minutes  |

#### II. LESSON CONTENT

##### A. Purpose

The overall purpose of this training is to familiarize cadet cadre with the material that will be presented to cadets during CBT and CFT. This familiarization is important because members of the chain of command will be involved as assistant trainers. This period should be the stimulus for the development of instructional strategies that the chain of command will be partly responsible for implementing. The Human Sexuality Training conducted during this period contributes to the overall instructional goal of the Human Sexuality Program which is:

Upon completion of the Four Year Program of Human Sexuality the cadet will be able to analyze gender related problem situations which may be encountered at USMA or in the Army and design appropriate strategies for resolving such problems.

## ANNEX B Discussion Questions

THE FOLLOWING QUESTIONS MAY BE USEFUL TO GUIDE A DISCUSSION RELATED TO THE LEARNING OBJECTIVES COVERED IN THIS PERIOD

1. Is it appropriate for the Army to try to regulate the sexual conduct of its members?
2. How would you respond to a soldier who told you: "What happens on my time off is my own business"?
3. You find out that while a soldier in your platoon is in the field, a member from another unit is clandestinely "seeing" his wife. What should you do with this information?
4. You overhear several of your NCO's bragging about cheating on their wives while deployed overseas. What should be your response?
5. Why does the Army have a policy on fraternization? Is it valid?
6. Under what circumstances should you, as a cadet, socialize with enlisted members of the Army? Will this change when you become commissioned?
7. How would you respond to an enlisted man/woman who asks you out for a date?
8. Is there a difference between the expected social/sexual behavior of a cadet and that of an officer?

ANNEX A Request for Feedback

1. Were you able to achieve all of the lesson objectives in the time provided?
2. How effective was the instructional strategy for achieving the lesson objectives?
3. How would you rate the responsiveness of the cadets to this instruction?
4. Were you provided with sufficient resource information to conduct this class?
5. On which subject area did you spend most of the time?
6. Can you suggest other objectives that would contribute to cadet preparation for CTLT/DCP related to the area of Human Sexuality?
7. If you had to do this again, how would you do it differently?

PLEASE RETURN THIS FORM TO THE HUMAN SEXUALITY COMMITTEE  
REPRESENTATIVE

### III. CONCLUSION

At the conclusion of this training, the tactical officer should review the overall goal and specific objectives covered during the period. Key points made during the training should be reinforced. The bottom line is that cadets will be expected to conform to both USMA and Army policy (and the distinction must be made clear to prevent confusion) related to appropriate sexual/social behavior in their performance during CTLT/DCP.

tactical officers may wish to involve company academic officers or Human Sexuality Committee members in this phase of the training to provide other perspectives.

#### B. Objectives

The specific learning objectives for this training are listed below. Specific factual data related to each objective will be provided in a supplement by a Human Sexuality committee representative.

At the conclusion of this training cadets should know and understand:

1. USMA and Army regulations regarding sexual misconduct,
2. USMA and Army policies pertaining to discipline related to instances of sexual misconduct,
3. USMA and Army policies related to fraternization,
4. USMA and Army administrative procedures related to pregnancy,
5. the underlying reason for Army concern with the social and sexual behavior of its officers and soldiers.

#### C. Training Approach

The tactical officer should arrange for a classroom setting that provides for a free exchange of ideas (semicircle, U shaped, or circular arrangement of students). The tactical officer should introduce the training by stating and illustrating the overall instructional goal and the specific learning objectives to be achieved. In the introduction the tactical officer may also desire to relate his/her personal experience with the training subject.

Because cadets will generally have not been exposed to the Army policy related to issues such as sexual misconduct, fraternization and pregnancy, the tactical officer should present this information in the form of a lecture. The tactical officer should be explicit in interpreting the policy in terms easily understood by cadets. This may involve generating a number of concrete examples to illustrate each point. At the conclusion of the lecture, the instructor should check the understanding of cadets by asking them several questions related to the subject matter presented. The Human Sexuality committee member assigned to the company will provide the instructor with a supplement that provides factual data related to each learning objective. Because of the changing nature of Army policy with respect to this information, it is important that the tactical officer develop an "updated interpretation" of the subject material by perusing recent articles appearing in publications such as Army Times.

The tactical officer should next open the floor for discussion. The discussion should be oriented toward explaining why the army concerns itself with matters related to sexual behavior. Some possible discussion questions are provided in Annex B of this lesson plan. During this discussion, the prior experience of the tactical officer (or invited guest) will be particularly relevant. Recent legal cases or arguments for policy change might also provide a basis for discussion. The tactical officer may additionally use cadets to implement a role playing exercise in problem situations. The class could then critique the action/decision of the cadets involved in the role playing exercise. Whatever strategy is employed during this period, the ultimate goal should be kept in mind that cadets should develop knowledge and understanding of the subject material.



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# APPENDIX

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## APPENDIX G

SUBJECT: Program of Evaluation (Feedback)

1. Feedback is an essential component of this program of instruction and must be continuously monitored to insure that the program fulfills the need for which it was designed. The overall program must be evaluated according to two basic criteria:

- A. the extent to which the training goals of the current program were achieved, and
- B. the extent to which the current program serves the needs of the Army, USMA, and the cadets.

2. The new position on the Human Sexuality Committee of Feedback Coordinator has been established to oversee this component of the program. The feedback coordinator is responsible for collecting and summarizing the feedback obtained from the Human Sexuality Committee members and responsible for monitoring the different phases of the program. The coordinator is also responsible for formally presenting a summary of feedback to the Human Sexuality Committee in the Spring of the academic year. This summary will serve as the basis for a series of committee/ subcommittee meetings aimed at program modification.

3. The feedback coordinator will also be responsible for conducting evaluation interviews with selected members of each cadet class. The thrust of these interviews will be to provide the coordinator with information related to needs not currently addressed in the current program.

4. Human Sexuality Committee members assigned to monitor phase level training are responsible for providing the coordinator feedback on their assigned phase. The program criteria described above should serve as the basis for evaluation. Reports from the committee members should conform to the following format:

- A. Problem Identification
- B. Problem Discussion/Analysis
- C. Recommendation

The Human Sexuality Committee member should also forward to the coordinator the evaluation of the primary trainer (attached to each lesson plan) and should make specific comments about the evaluation if directly observed.

5. It is important to realize that program evaluation is the responsibility of everyone involved in the program. A continuous flow of accurate information between evaluators and program planners is essential to the effectiveness of this program.

**END**

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